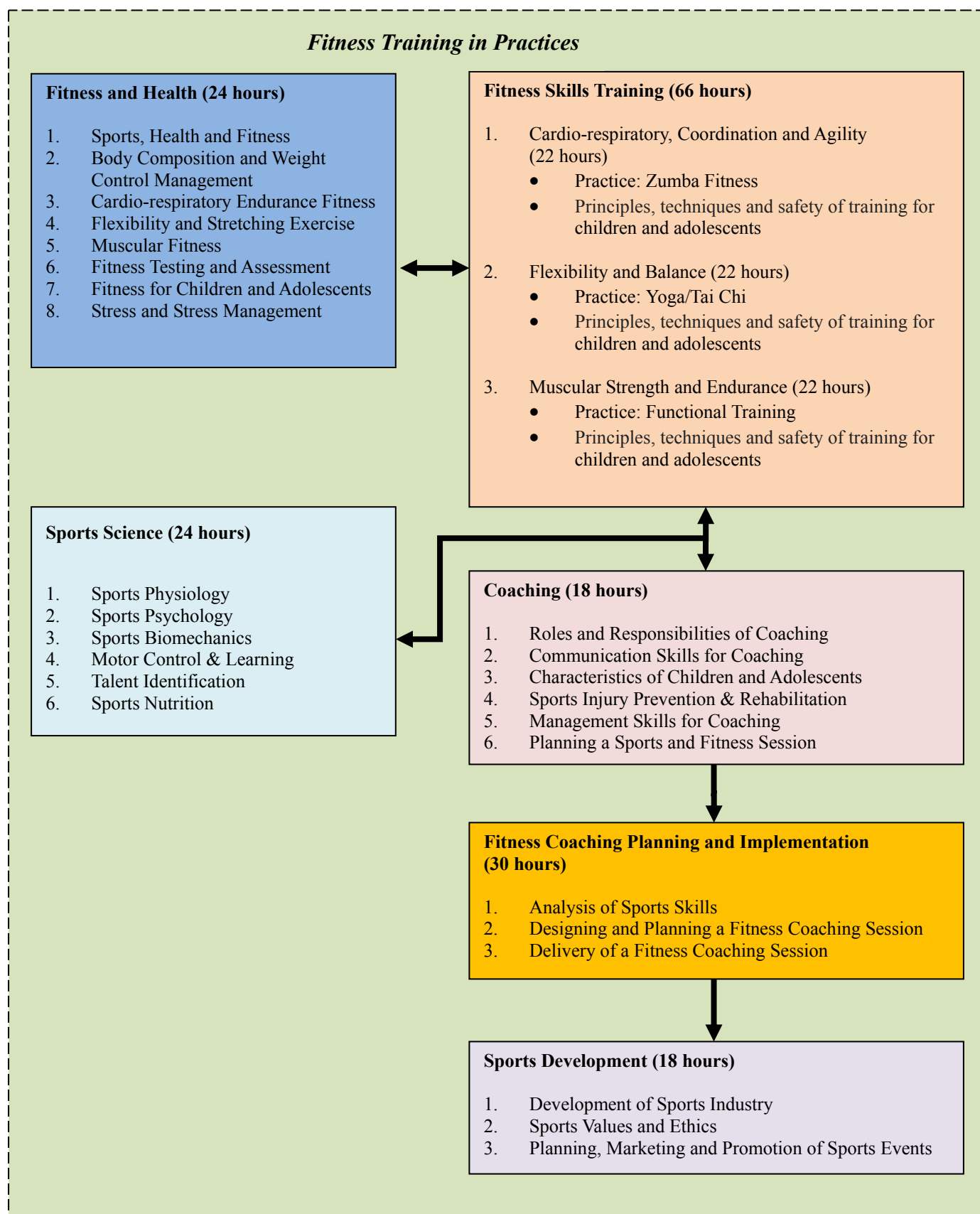


Applied Learning (Senior Secondary Level)

2016-18 Cohort

Item	Description
1. Subject Title	Sports and Fitness Coaching
2. Course Provider	Hong Kong College of Technology
3. Area of Studies/ Course Cluster	Applied Science/Sports
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the subject, students should be able to:</p> <ol style="list-style-type: none"> (1) explain the basic concepts of sports science and fitness training, the importance of sports and fitness to the society, and the benefits of regular exercise; (2) illustrate the safety concerns and demonstrate the work ethics in sports and fitness coaching; (3) demonstrate the basic training and communication skills in delivering a fitness training programme for children and adolescents; (4) apply basic knowledge of psychology, physiology, and sports skills to fitness training; (5) integrate knowledge and skills of sports and fitness, and apply critical thinking and analytical skills to design a fitness training programme for children and adolescents; (6) strengthen interpersonal and collaborative skills through fitness coaching activities and practice; and (7) develop self-understanding for further studies and career development in the related field.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. The Education Bureau and the course providers of Applied Learning are exploring and seeking recognition related to further education and career development opportunities for students successfully completing the Applied Learning courses.

